

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the discussion on some relevant theories concerning on writing, teaching writing skill, and Roundrobin technique.

2.1 Writing

Ur (1996) states that writing is the expressing of ideas, the conveying of a message to the readers, and the ideas themselves should arguably be seen as the most aspect of writing. Similarly, according to Raimes (1983), writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. From the two statements, it can be said that the writing is a way to express our the ideas, feeling, and thoughts into words to convey a message to the readers.

2.1.1 The Stage of writing process

The writing process helps the students to produce effective writing for a variety of purposes including writings that may not proceed through the full writing process. The stages of writing process according to some experts includes :

a. Prewriting : In prewriting stage, students make decisions about their topic and purpose, then plan and organize what they want to write. They must be highly motivated by their writing topics. Students can be taught to plan their writing using a variety of graphic and organize concept, story maps to plan a fiction piece,

or a Venn diagram for compare composition. Prewriting can take in different forms. For one writing activity, they can create an outline, may complete a graphic organizer (Sheila, Alber, Terri and Moira, 2007).

b. Drafting : In drafting stage students focus on the clear expression of their ideas as they translate their planning notes into draft form. Motivational activities for the drafting stage following to compose our writing use a favorite pen or co-write with a peer (Sheila, Alber, Terri and Moira, 2007)

c. Revising: In revising stage, a good paragraph is unified and coherent. All the information which is expressed in a sentence should be about one subject. The topic sentence usually placed at the beginning. When revising the written work, students need to pretend that they are revising other students work. In this process, they are trying to make certain that the readers can understand the messages (Bram, 1995).

2.2. Teaching writing skill

Clearly it is possible to learn to speak a foreign language without how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. The situation is not so very different in the mother tongue, as we have already seen, except for those of us who use writing in some professional capacity. Because, therefore, writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it (Byrne. 1988).

2.2.1 The purpose of teaching writing.

According to Harmer (1998), the purposes for teaching writing to students of English as a foreign language include:

a. Reinforcement

Some students acquire languages in a purely oral or aural way but most of them benefit greatly from seeing the language written down. Students find it useful to write sentences using new language shortly after they have studied it.

b. Language development

The actual process of writing helps students to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the ongoing learning experience.

c. Learning style

Writing is appropriate for such students. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face to face communication.

d. Writing as a skill

The most important reason for teaching writing is a basic language skill. Students need to know how to write letters, how to put written reports together, etc. They need to know some of the writing's special conventions (punctuation, paragraph construction, etc.).

2.2.2 Approaches to teaching writing skill

Some key approaches to teaching writing, according to Byrne (1988), are as follows :

a. Focus on accuracy

Mistakes show up in written work and not unnaturally come to be regarded as a major problem. It is assumed the students make mistakes because they are allowed to write what they want, and accuracy oriented approaches have therefore stressed the importance of control in order to eliminate them from written work. Students are taught how to write and combine various sentence types and manipulation exercise to give them the experience of writing connected sentences. Gradually the amount of control is reduced and the students are asked to exercise meaningful choice. At a still later stage, they may be given a good deal of guidance with language and content, but allowed some opportunities for self expression.

This controlled to free approach was very much a product of the audiolingual period, with its emphasis on step by step learning and formal correctness. Many such schemes were carefully thought out and, although no longer fashionable, they produced many useful ideas on how to guide writing.

b. Focus on fluency

This approach encourages students to write as much as possible and as quickly as possible without worrying about making mistakes. The important thing

is to get one's ideas down on paper. In this way students feel that they are actually writing, not merely doing 'exercise' of some kind; they write what they want to write and consequently writing is an enjoyable experience.

Although this approach does not solve some problems which students have when they come to write in a foreign language, it draws attention to certain points we need to keep in mind. Many students write badly because they do not write enough and for the same reason they feel inhibited when they pick up pen. Most of us write less well if we are obligated to write about something. A fluency approach, perhaps channelled into something like keeping a diary, can be a useful antidote.

c. Focus on text

This approach emphasizes the importance of the paragraph as the basic unit of written expression and is therefore mainly concerned to teach students how to construct and organize paragraphs. It uses a variety of techniques, singly and in combination, such as:

- Forming paragraph from jumbled sentences
- Writing parallel paragraph
- Developing paragraphs from topic sentences

This approach identifies and tries to overcome one of the central problems in writing: getting students to express themselves effectively at a level beyond the sentence.

d. Focus on purpose

In real life, as we have seen, we normally have a reason for writing and we write to or for somebody. These are factors which have often been neglected in teaching and practising writing. Yet it is easy to devise situations which allow students to write purposefully: for example, they can write to one another in the classroom or use writing in roleplay situation.

Although, like fluency writing, this approach does not solve specific problems which students have when handling the written language, it does motivate them to write and shows how writing is a form of communication.

2.2.3 The role of the teacher in teaching writing skill

According to Harmer (2007), the teacher needs to deploy some or all of the usual roles when students are asked to write, the ones that are especially important are as follows:

- a. **Motivator:** One of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as many efforts as possible for maximum benefit.
- b. **Resource:** Especially during more extended writing tasks, the teacher should be ready to supply information and language where necessary. Teacher needs to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestion in a constructive and tactful way. Because writing takes longer than conversation.

- c. Feedback provider: Giving feedback on writing tasks demand special care. Teachers should respond positively and encouragingly to the content of what the students have written.

2.3 Round Robin Technique

According to Mandal (2009), RoundRobin is a brainstorming technique to generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases, or short answer.

Based on the explanation above, it can be concluded that roundrobin is a technique to give the students chance to develop their language skill and learned to share their ideas with the others in teammates. Roundrobin also gives an opportunity for the students to answer the question freely by using their own idea.

2.3.1 Strengths and weaknesses use Roundrobin Technique

According to Clowes (2011), using Roundrobin make students get to know, respect, value and like their teammates. Roundrobin is also useful for knowledge building, students interact with each other to review or memorize stuff to know. Roundrobin is also great for particing procedures, processing or presenting information, and developing and engaging a range of thinking skills.

However, Roundrobin also have weaknesses. The interpersonal problem will arise when using cooperative teams like Roundrobin. If in one group there are two popular students, they will compete to get the attention of their other

teammates. Conflict will happen, because the different opinion in teammates (Kagan, 2009).

From the explanation above we can conclude that roundrobin has many positive effects for students. Especially in writing skills, they can build their knowledge, interact with each other students, particing procedures, processing or presenting information, and developing and engaging a range of thinking skills. Although there is a weakness that occurs in the use of roundrobin techniques, but this weakness is common in other cooperative learning. From the weaknesses, students can know the character of teammates and respect the opinions of teammates in the group.

2.3.2 Procedures of RoundRobin Technique in writing.

According to Jochum (2012), Roundrobin has some procedures, some of them are as follows :

- a. The teacher will divide the students into group consist of four until six.
- b. Each group sits in a circle. Each teammate has paper and pencil.
- c. The teacher gives a question and thinks time(students should not to talk).
- d. All students are responsible for thinking and record the answer on their own paper.
- e. Then share the ideas with a team based on the turn.
- f. All students are accountable to thinking about topic contributing to group discussion.

- g. After the teammates agree, one student writes down in the paper about the answer.

